DOCUMENT RESUME

ED 077 468 HE 004 304

| | |
|---|---|
| AUTHOR | Anzalone, J. S., Ed. |
| TITLE | Curriculum Adaptation in Urban Affairs. |
| INSTITUTION | Southern Regional Education Board, Atlanta, Ga. |
| PUB DATE | 73 |
| NOTE | 45p.; Proceedings of a workshop of the Consortium for Curriculum Adaptation in Urban Affairs, April 1973 |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Curriculum Development; Educational Programs; *Higher Education; *Program Development; Social Problems; *Urban Education; *Urban Studies; Workshops |

ABSTRACT

This report provides a record of the workshop sponsored by the Southern Regional Education Board during April 1973 concerning curriculum adaptation in urban affairs. Four presentations are covered: purposes of urban affairs programs at colleges and universities, productive and nonproductive approaches in the establishment of undergraduate urban affairs programs, techniques of curriculum adaptation, and the application of specific discipline content to courses in urban affairs. Workshop participants are listed. (MJM)

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# Curriculum Adaptation In Urban Affairs

## Proceedings Of A Workshop

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# CURRICULUM ADAPTATION IN URBAN AFFAIRS

PROCEEDINGS OF A WORKSHOP OF
THE CONSORTIUM FOR CURRICULUM ADAPTATION IN URBAN AFFAIRS

Edited by
J. S. Anzalone

SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, N.W.
Atlanta, Georgia 30313

1973

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FOREWORD

This report provides a record of the workshop sponsored by the Southern Regional Education Board during April, 1973, in cooperation with the Consortium for Curriculum Adaptation in Urban Affairs. The consortium includes Bowie State College, Fayetteville State University, Norfolk State College, and Winston-Salem State University.

Appreciation is extended to the planning team representing these institutions for their assistance in designing and implementing the workshop agenda and to the resource persons who contributed to the effectiveness of this cooperative effort.

We hope these proceedings will be useful to the participants in their review of the workshop activities and also helpful to other individuals as the potentials for urban affairs programs are pursued at additional traditionally black colleges and universities.

James M. Godard
Director
Institute for Higher
Educational Opportunity

INTRODUCTION

The Consortium for Curriculum Adaptation in Urban Affairs was formed in 1972 to identify appropriate means for developing an urban affairs component within the curriculum of each member institution and to seek the financial support necessary to undergird the effort. While continuing with planning toward the first of these goals, the consortium submitted a proposal to the U.S. Office of Education for support through Title III (Strengthening Developing Institutions) of the Education Amendments of 1972. The consortium institutions are: Bowie State College (Md.), Fayetteville State University (N.C.), Norfolk State College (Va.), and Winston-Salem State University (N.C.). Each is a traditionally black public institution.

As a part of continued planning, designated representatives of the institutions were invited by SREB's Institute for Higher Educational Opportunity to examine the possibility of identifying a program activity which could be immediately engaged with some financial support provided through the Institute. This planning group suggested a workshop for selected faculty members to provide for an intensive orientation to undergraduate urban affairs programs for the purpose of facilitating the adaptation of existing curriculum offerings at the four institutions. Components of the workshop would include:

1. the purposes of urban affairs programs at colleges and universities;

2. productive and nonproductive approaches which have been utilized in the establishment of urban affairs programs;

3. institution-agency relationships which provide for internship arrangements and employment opportunities.

4. techniques of curriculum adaptation;

5. the application of specific discipline content (economics, political science, sociology, etc.) to the development of an interdisciplinary course or particular course component of an urban affairs curriculum;

6. interactions between participants and consultants with a focus on urban affairs program issues at each institution;

7. interactions within each group of institution participants to identify appropriate post-workshop steps toward curriculum adaptation.

Following the selection of workshop objectives, steps were taken by the institutions to ratify their participation in the workshop and the Institute began the coordination of detailed arrangements with the support of the planning group. It was also determined that participants in each institution's group could include five members of the faculty and one outside public service agency representative selected by the institution.

The workshop agenda was based on the components identified by the planning group and arranged to permit a series of presentations by resource persons followed immediately by participant reaction and discussion. The presented papers and the summaries of the reaction sessions comprise the main body of this report.

As the workshop proceeded, the participants met on an individual institution basis for interaction related specifically to the planning effort at their institution. The resource persons who worked with the institution groups included: Hortense W. Dixon -- Bowie State College; Edward S. LaMonte -- Fayetteville State University; Maxie C. Jackson -- Norfolk State College; Phillip W. Cook -- Winston-Salem State University.

Each institutional team reached decisions at the workshop on appropriate directions to take in recommending continued planning for urban affairs. At Bowie State College the emphasis is to be on an undergraduate minor in public administration. The Fayetteville State University team utilized the workshop to complete the definition, including course identification, of an undergraduate minor in urban affairs. At Norfolk State College, those faculty at the workshop defined recommendations to be made regarding a visible commitment to a program and the establishment of a committee to plan the course needs. The Winston-Salem State University group decided on several recommendations which will continue the planning effort underway there.

This report is available to colleges and universities and to individuals interested in the objectives of the workshop as these may be applied to other curriculum developments in the area of urban affairs.

PURPOSES OF URBAN AFFAIRS PROGRAMS
AT COLLEGES AND UNIVERSITIES

Edward S. LaMonte
Center for Urban Studies
University of Alabama in Birmingham

During the past four years I have been involved with the establishment of an undergraduate curriculum in urban studies at the University of Alabama in Birmingham. Let me briefly describe our University so that you will know something about the institution which I am representing.

The University of Alabama in Birmingham is a relatively new urban university. Its origins lie in the establishment of an Extension Center of the University of Alabama in 1936 in the City of Birmingham. During the decade of the 1940s the Medical School of the University was established in this city, as well as the Dental School. By the 1960s a full-fledged medical center had developed in Birmingham, including the School of Medicine, the School of Dentistry, School of Nursing, hospitals and clinics, and more recently the School of Optometry and the School of Community and Allied Health Resources.

In 1966 the Board of Trustees recognized the need for a public undergraduate college in metropolitan Birmingham. At that time the Board established the College of General Studies (designated University College in 1971) as a four-year, degree-granting unit of the University. Three years later the Board of Trustees gave full university status to the University of Alabama in Birmingham, as distinct from the University of Alabama in Tuscaloosa. Consequently, the undergraduate college of the University of Alabama in Birmingham is in its seventh year, while the University itself has been an entity for over three years. Presently, University College has a total enrollment of over 6,000 students. The campus is located on a 60 block area, much of it made possible by urban renewal, which is located near the downtown business district.

Because of its strategic location in metropolitan Birmingham, the administration of the University of Alabama in Birmingham has recognized the particular responsibilities and opportunities which are available to it in the area of urban affairs. The Center for Urban Studies was created in the fall of 1969; its first major accomplishment was the development of an undergraduate major and minor in urban studies based primarily upon the social sciences. This curriculum was officially available to students in the fall of 1971.

I certainly would not want to suggest that our undergraduate program represents the only way, or even the best way, of organizing and implementing a program of this type. However, in the process of launching this urban studies curriculum, we have confronted certain questions which I feel are common to all programs in urban studies, regardless of the specific form that these programs take. In general, these questions can be summarized in the following manner: What is urban studies? Why should colleges offer urban studies as part of their curricula?

The first question seems to me the more difficult to answer because that title covers such a wide range of academic undertakings. In some institutions the urban studies program consists of a sequence of courses, frequently joined to field experience, which can be taken by students who are majoring in other, more traditional, academic areas. The effort behind the sequence of courses is to provide an interdisciplinary framework which allows students to be sensitive to the full implications of their field placements. Other urban studies programs are found in such diverse locations as Schools of Architecture, Schools of Law, Schools of Theology, and Schools of Business. The main point, it seems to me, is that urban studies is not at this time a clearly recognized discipline in the usual sense of the word. Urban studies does not have an easily identified body of literature to which it refers; it has not developed theoretical and methodological perspectives that are unique to itself; it does not consist of a generally accepted body of course offerings; and it does not prepare students for a specific set of careers. Some critics of urban studies programs have argued that such an ill-defined academic area does not have a ligitimate place in the college curriculum. I believe that this criticism is both unfair and inaccurate.

In a highly urbanized society it is difficult to think of any discipline or any vocation which does not have its urban implications. Consequently, I think it is entirely understandable that institutions responding to the city have chosen to

respond through those schools, departments, or programs where they have particular strength. Surely it is academically respectable to talk of such issues as the city as a theme in American literature; the theory and practice of city planning; the church and the city; business and the urban community; the school and the city; technology and the city; health care in urban areas; etc. I believe that it would be completely impossible for any undergraduate or graduate program to encompass all of the significant academic questions which are presented by the city. For different schools to attack different elements of this huge question seems to me both understandable and commendable. Consequently, I think that it is ultimately impossible to provide a specific answer to the question: What is urban studies? Rather, there are several answers, all appropriate, which allow institutions to develop legitimate programs in urban studies based upon their particular areas of interest and competence.

At the University of Alabama in Birmingham we have developed an undergraduate curriculum which is based primarily upon the social sciences. This program includes both a major and minor in urban studies. All students majoring in urban studies are required to take the urban specialty courses offered by the departments of history, economics, sociology, and political science. In addition, students must do significant additional work in the areas of political science, economics, and sociology. In short, we have attempted to draw upon the urban dimensions of these specific social sciences while equipping students with a basic understanding of each of these traditional disciplines. In addition to the departmental courses, students majoring in urban studies must take one course in urban policy analysis, one course of independent research, and one course of field placement. The entire major requires a minimum of 30 hours, and I can assure all of you that it is recognized as among the more difficult undergraduate programs in our college. Nonetheless, we are attracting our fair share of students; the program was first offered in the fall of 1971 and we now have about 60 students; who have declared themselves as urban studies majors.

The second broad question is: Why should a college or university undertake the establishment of an urban studies program? Given the scarcity of financial resources and the availability of many curricula, what is the point of offering yet another program?

I would like to offer three justifications for the development of urban studies programs at the undergraduate and graduate levels.

First, many colleges and universities have a long standing commitment in attempting to help the larger society meet its pressing difficulties. Typically, this assistance has been offered directly through the rendering of services to the community and through the preparation of graduates who are equipped to man the complex jobs in that society. Historically, this commitment has been most clearly exemplified by agricultural extension workers. More recently, as we have both recognized and accepted our condition as a nation of cities, colleges and universities have turned to the urban area and sought to render service to the city. Surely a community organization struggling with the complex issues of neighborhood development is as entitled to university based service as a wheat, cattle, or cotton growers organization; and surely we want to prepare future employees of urban institutions as carefully as we have prepared men and women for the field of agriculture. Consequently, the first justification for an urban studies program is that it offers a vehicle for rendering service immediately to the community and for preparing graduates who are equipped for employment within an urban setting.

The second justification for urban studies programs is that they enhance the institutions which support them. I believe that such programs can fairly be regarded as agents of constructive change and innovation within colleges and universities, offering a clear alternative to the traditional departmental organization. I imagine that all of us here come from institutions which are characterized by the organization of instruction around disciplines and their departments. And I would not want to suggest that this organization is either inappropriate or outmoded. However, I do not believe that it is the only way to organize instruction; and urban studies offers attractive options.

It offers great opportunities for students to appreciate both the ways in which academic disciplines can work together on a problem and the difficulties that academic disciplines have in communicating with one another. For example, the war against poverty is clearly both a political and as economic issue. Few indeed are the political scientists who can appreciate an economic analysis of poverty, let alone understand it. And few indeed are the economists who are prepared to deal with the political implications of the programs which they recommend. Many

urban studies programs would sensitize students to both the strengths and the weaknesses of established disciplines as these disciplines speak to social problems.

Urban studies programs also offer exciting new opportunities to faculty members. Almost all of us in colleges and universities have received our training in one area; in general, we have not been encouraged to cross the boundaries of our disciplines. Many of us are also aware of the severe limitations which we possess as people highly trained in a single discipline. Urban studies programs offer the opportunity for faculty members to continue their own educations by participating in the formation and instruction of new courses which are problem-oriented rather than discipline-oriented. Many new connections among faculty members have been made through our own urban studies program which never would have been made if these individuals were not participating in a common, interdepartmental effort. I would argue that an economist who is politically sophisticated is a better, rather than a worse, economist by virtue of time spent outside his own department.

Urban studies programs also enhance the institutions which sponsor them by opening up many new possibilities for important field experience by students and faculty members alike. Field experience could take the form of service rendered on a voluntary basis or of field placements offered as part of the curriculum. I am sure that all of us are aware of the increasing emphasis placed upon relevant experience in addition to classroom instruction. Urban studies is a field which offers vast new possibilities for field experience which can serve as a basis for significant learning.

The third justification for an urban studies program deals with advantages for its students. Despite the current cut-back in many urban-related governmental programs, I believe that in the long run our society is going to generate a tremendous demand for people who can fill positions in both public and private urban-related occupations. In Birmingham we have talked with many agencies, both public and private, about what they would like to find in new employees. There seems to be a trend, at least in our community, away from hiring people who have been trained in the narrow specialty for which they are being employed. Rather, there is a recognition that employees need a general understanding of the complex issues with which they are dealing. Specific skills can, in many cases, be better taught by the agency itself than by the

college or university. Thus, in our regional planning agency, the director has stated frequently that he needs people trained at both the undergraduate and graduate levels who are able to recognize the political, economic, and sociological implications of the urban planning process. If he can find people with this general understanding of urban affairs, he is then able to equip them with specific skills which allow them to function within his agency. Similarly, many private agencies are redefining their traditional roles and are looking for new employees who are sensitive to their new mission. A specific example of this locally is our Camfire program, which is no longer a program of camping and crafts for middle-class girls but rather a comprehensive program for youth of all ages with special emphasis on the needs of the inner-city. This new role for the agency requires a new kind of employee; hopefully, urban studies curricula are responding to these emerging career opportunities by preparing students with a general understanding of how cities function.

Finally, let me say a word briefly about the organization and administration of urban affairs programs within colleges and universities. A persistent question at our university has been whether or not the urban studies program ought to be recognized as a department. We have rejected that status, choosing instead to be a coordinated, interdepartmental program offered through the Division of Social and Behavioral Sciences. This means that most of the faculty members who teach urban studies courses hold primary appointments in traditional departments. The urban studies program is unique within our college in this regard, and I am greatly heartened by the impact which we have had.

I feel that urban studies programs are better able to serve their function as agents of change within colleges if they maintain relationships with several departments, rather than becoming a department in and of themselves. When we started our program, we said in honesty that we were not competing with other academic programs but rather collaborating with them. We could not have a good program in urban studies unless we also had good programs in history, economics, political science, and sociology. There have been complications in faculty recruiting and some awkwardnesses in being the only program which does not have departmental status. However, we have been able to work out excellent relationships with the participating departments. We have collaborated in the hiring of new faculty members with urban interests and we have worked together in developing new courses for the undergraduate program.

My general feeling and personal bias is that urban studies programs have the greatest potential as agents for change when they are not encapsulated as departments but rather are open to frequent communication with other academic units.

Some of you will, I am sure, disagree with some of my notions about an urban studies program. For example, you may feel that urban studies is not in fact a legitimate academic major. Or you may feel that it should be specifically vocational in nature, training people to move into easily identified occupations such as housing management, transportation management, etc. Or you may feel that for political or academic reasons an urban studies program can survive only if it has the status of a department. I am eager to explore these and hopefully many other questions in the discussions which we will be sharing during the next two days.

Discussion Summary

How can one deal with a senior administrator unsympathetic to the program?

> One can either ignore him and try to work with other leadership or sell the program directly. In our situation, we have promoted the program and explained purposes and issues.

To whom do you report on an administrative basis?

> There are two budget sources for the Center for Urban Studies -- one for public service and the other for the academic program. The Director of CUB reports, then, to the Vice President of University College and to the Dean of the School of Arts and Sciences.

Who sees the urban studies program as a competitor for majors?

> At some institutions it appears that individuals in the Department of Sociology have so viewed the program. At UAB an urban sociologist is now on the faculty and involved in the program.

What about problems of academic rank, promotion, and release time?

> The departments have the final say, but the Center for Urban Studies was able to get one regular position approved without challenge by the departments.

What battles did you have to fight?

> The perceived threat to departmental resources was countered by basing urban studies in existing departments.

What have you found the difficulty of urban studies instruction to be?

> The faculty finds urban courses most demanding. Students find them to be vigorous. Many students use the program to sample other disciplines. Those who major in urban studies get above average grades in general. The program attracts young faculty and gives them an opportunity to pursue some specific interests.

How do you make the Center for Urban Studies known to incoming students?

> A brochure is distributed to high schools and College Day programs may be used to call attention to the program.

What about students from rural areas?

> Most rural students have come to UAB to move to Birmingham; they therefore have an urban focus. Perhaps an urban-rural or regional program is needed. As we know, many urban problems are connected to rural out-migration.

How does urban studies help students investigate new public employment opportunities?

> That issue has not been faced with extensive deliberation at this point. However, the UAB Center for Urban Studies is working with the state civil service commission.

Does urban studies prepare students to enter a profession?

> We should remember that not many BA degree graduates--with an exception being those in teacher education--are trained to enter immediately upon professional pursuits.

When do UAB students choose a major?

> The general rule is that a major must be chosen after 60 credit hours have been completed. One problem we are facing in the Center for Urban Studies is that the advising system is based within the departments.

Is there competition with the social work program over field placement?

> Yes.

How will urban studies majors be marketed?

> The development of an urban problems orientation can provide career entry. They do need skills and experiences; internships to meet this need are being developed.

What if there are few agencies in an intitution's area where field placements of students are possible?

> It is certainly appropriate to send students outside the immediate locale. The UAB Center for Urban Studies does assist in placing students from outside the Birmingham area.

Are there problems in financing field work and internships?

> Yes. Some of our students pay their tuition and provide for their own housing and transportation expenses. In some instances, the agencies provide some payment to the intern.

Where are your urban studies graduates employed?

> The program is a relatively new offering of the University and we have produced only a limited number of graduates through 1972. One is a policeman, two are with the regional planning commission, one works at the Chamber of Commerce, and three are with industry (two of these in urban planning positions).

# PRODUCTIVE AND NONPRODUCTIVE APPROACHES IN THE ESTABLISHMENT OF UNDERGRADUATE URBAN AFFAIRS PROGRAMS

Maxie Jackson
College of Urban Development
Michigan State University

My task is to provide some background on productive and nonproductive approaches to establishing urban affairs programs. I suspect that although four institutions are represented at this workshop and have been involved in the processes that have taken place to date, you are probably at different stages in the process of establishing an urban affairs program. As such, I hope my presentation will provide useful information relative to the initial steps in developing a program in terms of determining the mission, structure and support system for the unit.

My presentation is based upon the following assumptions.

1. Your institutional involvement in this consortium illustrates an interest in establishing, or developing further, an urban affairs program.

2. Your academic program will be offered via inter-disciplinary courses and program cutting across departmental lines, focusing on specific urban human-social problems as opposed to a specific discipline, and using action oriented instruction, i.e., the involvement of students in instructional activities that extend beyond the classroom into the community.

I plan to focus on four major aspects in establishing an urban affairs program during this presentation. I will discuss them in what I consider priority ranking, however, they are so interrelated that one cannot be separated so categorically from another. They are: institutional commitment, educational mission, financial support, and organizational-administrative structure. I have been involved with the Center for Urban Affairs

at Michigan State University and the activities surrounding its redirection to a degree-granting College of Urban Development and I'd like to say something very briefly about our program to provide a referent for my subsequent comments.

We are all aware of the socio-political atmosphere of the 1960's, i.e., urban riots, student protests, and assasinations of social and political leaders. In 1968, MSU President John Hannah, Chairman of the U.S. Commission on Civil Rights, appointed a committee of sixteen to identify a course of action for Michigan State University relative to the pressing racial and urban problems of the period. The outcome of this committee's efforts was the recommendation and subsequent creation of a Center for Urban Affairs (CUA) and Equal Opportunity Programs (EOP). Although created as a single unit, CUA was charged with the development of service, research and academic programs regarding urban and racial problems. EOP was charged with the development of the university's affirmative action and antidiscrimination effort. In 1970, the two units were separated with CUA remaining in the academic area of the university, reporting directly to the Provost and EOP relocated within the general administrative framework of the university. Both CUA and EOP are line items within the university budget (hard money).

## Institutional Commitment

In my opinion it is necessary to have the commitment of the institution before any concrete steps can be taken in the establishment of an urban affairs program. The importance of this commitment cannot be overemphasized. The previous speaker made reference to the commitment of his President and the importance of this commitment.

In the 1950's and early 1960's, funds for education were, for the most part, readily available and institutions of higher education were beneficiaries of this situation. However, today we are witnessing a decrease in available funds and a concomitant demand for greater accountability from higher education institutions. This accountability is being demanded in terms of productivity assessements. At out institution, for example, the watchword is "student credit hours generated."

In addition, urban affairs programs are discussed in terms of small classes and much involvement in field activities. The small faculty-student ratios involved in the offering of this type of academic programming result in high-cost education.

These factors of decreasing funds for education, increasing demands for accountability, and a potentially high-cost educational program requires a firm institutional commitment if a viable urban affairs program is to be established.

As I suggested before, your participation in the consortium efforts to date suggest at the very least a minimum institutional commitment in developing an urban affairs program. What are some of the productive and/or nonproductive approaches in generating this necessary commitment?

Productive Approaches

The need for urban affairs programs must be made clear to the institutional community, i.e., the governing body, administration, faculty and students, and the legislature appropriating the funds for higher education.--I do not think it is necessary to elaborate on the need for urban affairs programs at this point. Again, I am assuming your presence here suggest an awareness of the human-social problems exacerbated by urbanization and the need for educational institutions to make available their resources to the resolution of these problems.

The responsibility for identifying and articulating these needs should be specifically designated to a group that enjoys creditability within the institutional community.--The composition of this group should include concerned faculty members, administrators, students, and community representatives who have demonstrated an interest in urban related activities. For example, some faculty may have their students, via course requirements, engaged in community activities and are already aware of the educational needs and advantages of urban oriented academics. In addition, some students may be involved in urban community concerns via volunteer programs and are sensitive to urban problems and the role that can be played by the institution. An added advantage of such a group process is the inclusion of appropriate representatives from the institutional community to facilitate acceptance by this community. This is much more advantageous than program development by administrative fiat that alienates various institutional units which have a vital role in the ultimate success of the program.

The need for urban affairs programs must be related to the mission of the institution.--Public higher education institutions have as their mission the provision of instruction, research, and service to a given constituency or community. It is essential that the body identifying the need for urban affairs programs effectively link this need to the mission of the university. For instance, university resources can be directed toward practical or applied research on urban problems that can be used to support the instructional program offered in the classroom. The results of this research and instruction applied to urban problems constitutes service to the community.

## Non-Productive Approaches

An emotional appeal for the establishment of urban affairs program.--During the late 1960's, when several urban communities were going up in smoke and race riots appeared to be the order of the day, there was considerable uncertainty about the moral fiber of the nation relative to urban and racial concerns. This atmosphere, combined with an availability of funds from federal and foundation sources, gave rise to institutional responses based upon emotional appeals (most of the Black Studies and Urban Studies Programs dating back to those years serve as examples). Obviously, today's atmosphere is different and the utilization of such an emotional appeal will be counterproductive.

A failure to involve the institutional community in the process of identifying the role to be played by the particular institution.--As indicated above, there are undoubtedly faculty members, students, and administrators who are currently engaged in institutional-urban related activities. A failure to involve them, or representatives from these groups, in the process of identifying and articulating the need for urban affairs programs is a gross misuse of creditable associates.

## Educational Mission

The workshop program calls for detailed consideration of educational issues, i.e., mission, curricula adaptation, etc., and as such I will not focus in depth on this issue. I will, however, emphasize that as you approach the various levels of institutional influence regarding commitment and financial support, a program mission should be identified that can be articulated and referred to in terms of justifying and supporting your efforts to establish the program. In this regard, it is necessary that you determine:

1. The need for a degree granting academic program or a non-degree granting service-research program.

2. The need for majors, minors, or both in the program.

3. The program focus, i.e., training social change agents, urban ecologists, urban researchers, urban planners, or other defined specialists.

4. The instructional model, i.e., interdisciplinary, problem-solving and action-oriented, etc.

With regard to these issues, it is quite possible that the group responsible for identifying and articulating the need for an urban affairs program can also be responsible for developing the program mission. What productive or non-productive approaches are applicable here?

Productive Approaches

Identify the current institutional efforts that are related to urban affairs.--This includes courses or segments or courses offered that are devoted specifically to urban concerns and might be included in your program. Included also would be research and service efforts that are being conducted by individual faculty members or by institutional units.

Identify the urban problems that can be met by your institution and what resources would be needed.--Although there are problems generic to urban communities, important here is the reference to particular local, area, and state-wide urban problems to which your institution can and should respond.

Identify the need for and advantages in developing an interdisciplinary approach to respond to urban problems.--In addition to elaborating on the advantages of this approach, a special effort should be made to involve individuals from a range of disciplines and areas of expertise, including community representatives, in this process.

Non-Productive Approaches

A failure to identify and highlight current institutional efforts relative to urban affairs as a base of institutional efforts from which the program can be further developed and refined.

A failure to involve individuals from a range of disciplines within the institution and areas of expertise without the institution in the process of program development, articulation and implementation.

A failure to illustrate the shortcomings of a non-interdisciplinary approach to addressing urban problems and needs. Traditional academic programs based upon a unidisciplinary focus and the existence and level of urban problems today supports this point of view.

## Financial Support

The relationship of the institutional commitment to the support of the program is of paramount importance here. Obviously the level of support is dictated by the availability of resources within and outside the institution. An institution can articulate the highest level of commitment for the program; however, in my opinion the level of commitment by the institution is reflected in the type of financial support made available for the program. Basically, support for these programs includes:

"soft money" - as provided via foundations or federal grants of limited duration.

"hard money" - as provided via the institutional operating budget, a line item;

a combination of "hard money" and "soft money" - with the first providing the basis of support and the latter providing supplemental program funds;

Grant money as a basis of program support has advantages and disadvantages. On the plus side, this process does not require an immediate redirection or reallocation of funds from programs that are now crying for additional and new dollars. This is very important in view of the decreasing funds available for higher education. A grant provides an opportunity to see the program develop at little cost to the institution and to determine, at grant's end, what was successful and should be kept and where needed funds to continue the program can be obtained. And, if the program is unsuccessful, it can be eliminated. On the minus side, the reliance on grants reflects an uncertainty regarding the continued existence of the program at grant's end. Given this temporary nature of support, can adequate faculty be attracted to the program? Because of the nature of this academic endeavor, qualified faculty are a must. In addition, the goals of funding agencies change, thus reducing the prospects of refunding. We have all witnessed the shifting emphasis that has left many grant supported black and ethnic oriented programs dying for lack of financial support and commitment. Generally speaking, the institutional community recognizes the nature of "soft money" supported activities (defined life-span, etc.) and as such is hesitant to make the kind of commitment to the program necessary for its long term survival. This is directly related to the continued support of the program.

"Hard money" as a basis of program support has advantages and disadvantages also. In view of decreasing dollars available for higher education, any program that hints of a reallocation of funds that can reduce existing program budgets is in for rough seas. Although it may surface in the form of questions regarding the need for an urban affairs program, the existence and validity of an urban affairs curriculum, and the marketability of graduates from these programs, the real issue is the possible loss of current funding of existing programs for the purpose of establishing a new program. On the positive side, the provision of "hard money" to support the urban affairs program illustrates the positiveness of the institutional commitment to the program thrust. It says to the faculty, students, administration and community that we recognize the need for higher educational institutions to respond to urban problems and we are tooling up to make a positive, long-term and realistic effort at meeting these needs. This action facilitates the development of the specialized faculty needed for such programs and the possibility of redirecting the traditional reward system to foster faculty involvement in interdisciplinary, problem-solving, and action-oriented academic programming.

With regard to a combination of "hard money"and "soft money" support of urban affairs programs, I think it is essential that the "hard money" provide the basic support of the unit with "soft money" supporting specific program efforts. For example, if the institution allocates regular funds for salary and operational support then grant support can be pursued to provide specific program efforts of the unit. Those of you who have been involved in grantsmanship are aware of the positive reaction of foundations and other private sources if they recognize a firm institutional financial base for the unit submitting the proposal.

As I suggested initially, the level of support is dictated by the availability of resources within and outside the institution. It is my opinion, however, that viable program will require hard money support as base and the use of soft money as a supplementary or specific program source of support. What are the available productive and nonproductive approaches to obtain "hard money"support?

Productive Approaches

Emphasize the direct relationship between the level of institutional commitment and the provision of "hard money"support. This can be articulated in terms of the perceptions of the faculty, students and community regarding the firm and positive response of the institution to urban problems and needs.

Emphasize the utilization of tax revenues or state appropriated funds to address legitimate urban problems in keeping with the overall mission of the institution. The development and offering of instructional, research, and service programs represents the institutional mission and the utilization of regular support through state revenues is justified.

Emphasize the demise of grant supported programs resulting from the changing goals of funding sources. Black and ethnic studies programs across the nation provide a clear example of this situation.

## Non Productive Approaches

Basically, the nonproductive approach in this regard would be a failure to emphasize the productive approaches cited above. For example, to not illustrate the effectiveness of the Co-operative Extension Service and the Agriculture Experiment Station programs and their successful relationship to the agriculture curricula as a working model of tax dollars supporting the service, research, and instruction needed to address specific rural-agrarian problems would be nonproductive.

From the outset, promoting the establishment of the program without a "hard money" base of support. Doing so requires a hat-in-hand approach to obtaining the resources needed to develop a viable program, not only in terms of pursuing grant support but also in terms of having to possibly rely upon gratis faculty participation in program activities. Gratis faculty participation eliminates any realistic input by this unit into the reward system of the faculty member's unit which influences the level of faculty participation.

## Organizational-Administrative Structure

Most urban affairs programs generally fall into one of the following structures: center, institute, school, department or college. The determination of the particular structure of your unit must be made in terms of the needs and budgetary resources.

With regard to the unit mission, the institutions represented here are interested in programs offering academic majors and minors. At most institutions, centers and institutes do not have the authority to offer courses or majors and minors; to offer a major requires either the department, school, or college structure.

With regard to staffing, the objective here is to assemble an urban oriented faculty of individuals reflecting training in designated disciplines. Not only is it necessary to assemble them, it is essential that the unit be in a position to influence or determine the reward system (raises, promotions and prestige) and to facilitate a responsible commitment to the overall program. Faculty members appointed to and paid by a specific unit have obvious and real commitment to their major discipline unit. Here again, departments, schools, or colleges via their budgets, their ability to offer courses and degrees, and their control over the reward systems, have an advantage over centers and institutes.

It is apparent to me that such a structure provides the vehicle to offer academic majors and minors, assemble a capable interdisciplinary faculty, and provide the necessary faculty reward system essential to the development of a successful urban affairs program.

With regard to productive and nonproductive approaches relative to organizational-administrative structure, that can be determined only within the framework of the institutional structure that will facilitate achieving the program mission. For example, if you wish to offer a major in urban affairs then you obviously have to eliminate those structures that do not provide the awarding of degrees. If you desire as interdisciplinary curricula, the structure has to facilitate the appointing of individuals with academic background and experiences in designated yet different disciplines. Of the available options, it will be necessary to review your own institutional organization chart of hierarchy to determine the most appropriate structure for your institution.

During this presentation I have focused on four aspects in the establishment of urban affairs programs that I feel essential:

Institutional Commitment.--The decreasing funds available for higher education, the increasing demand for accountability and the high-cost nature of this type program requires a firm institutional commitment if the program is to succeed.

Educational Mission.--The goals of this program must be related to the institution's capability of responding to identified urban needs via its overall instruction, research and service mission.

Financial Support.--The level of institutional commitment is reflected in the allocation of hard money as a base of program support with soft money supporting special program needs.

Organizational-Administrative Structure.--The unit structure must be designed to facilitate achieving the program mission, within the structural options to each institution.

Discussion Summary

What would be helpful in relating to senior administrators who appear indecisive about the merits of a proposed program in urban affairs?

> External allies, especially legislators and community leaders, should be able to provide support and speed up the process.

Do you agree that there are obvious problems of commitment to urban studies on the part of institutional administrators and state legislators?

> Sometimes one has to work in the absence of firm commitment on the part of others. Mr. LaMonte noted, for example, that some UAB faculty taught "non-budgeted" courses to verify their own commitment and to gauge student interest in the program.

There are serious problems faced by small institutions with limited resources. They find it difficult to obtain "hard money" for such new programs.

> I certainly agree. However, such costs must be viewed with respect to productivity goals of the program and not just to the size of the institution.

Why impose urban studies as another unit of the institution? Why not keep it in a supplementary role?

> The College of Urban Development at Michigan State University is an interdisciplinary program while being a separate academic unit. The process of starting it involved the entire university.

Will a single unit approach increase costs?

> Not necessarily. Naturally, the planners of the program will need to allow for adjustments dependent upon institutional requirements.

Did anyone accuse the College for Urban Development of empire building?

> Yes, some saw CUD as a threat. This factor was aleviated somewhat by the strategy of developing CUD from a base within the administration.

Will CUD put more emphasis on public service responsibilities in allocating faculty reward?

> Yes. One reason for having a separate unit responsible for the program is so a different faculty reward structure can be implemented. In some cases, of course, rewards are determined jointly with other units of the university.

# TECHNIQUES OF CURRICULUM ADAPTATION

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The title of this consortium suggests something different than that which is usually associated with the curriculum changes that characterized the 1950s and 1960s. That period reflected a proliferation of curricula and the creation of new institutions. That time has come to an end and the cost-benefit models now being applied to institutions of higher education mitigate against all but limited expansions. This means that new developments in institutions will generally be required to take place with limited (if any) new resources.

This is a general constraint under which most institutions are having to operate. The institutions represented here are working under additional constraints:

1. most have been teacher education and/or liberal arts institutions;

2. most are operating under the uncertain cloud of the impact of the Pratt decision on the institution's mission--indeed its continued existence;

3. all are presently under budgeted for the present scope of offerings;

4. all are institutions providing educational opportunities for essentially minority populations.

How do these constraints affect the options and opportunities for curriculum adaptation?

Constraint 1

a. Faculty will need to expand the frame of reference in which their discipline is perceived. This will require some faculty development.

b. Teacher certification requirements may be rather rigidly specified by the certifying agency. Moreover, professional options other than "teaching" may require certification as a precondition.

c. Liberal arts curriculums are generally not oriented toward professions or careers.

Constraint 2

Strong justification supported by hard data will be required to effect substantive curriculum changes and those changes must be consistent with and closely identifiable with national needs and the uniqueness of the population served. The most serious question to be addressed is: Can the institution move rapidly enough to redefine its mission?

Constraint 3

Can the competition for resources be minimized by collaborative and supportive efforts within the institution? Planning for adaptation of curriculum will at some point in time mean planning for the elimination of those courses and majors that are least productive.

Constraint 4

Gaining access for minorities into the mainstream of urban affairs will be more difficult than any other area because of the potential for intersecting the policy and decision making processes.

How do we approach the problems of curriculum adaptation given these constraints?

1. Assessment of current resources:

   a. course offerings in every department that have the potential for adaptation;

   b. faculty orientation as reflected in academic preparation, community experiences, and work experience;

   c. financial resources pyramiding resources available toward an increased focus on urban affairs.

2. Assessment of national needs and long range priorities with consideration given to the level of professional representation of the clientele served.

3. Determination of potential strengths for specialization and process components; focus on application of the elements in a discipline to urban problems.

4. Working with individuals and small interdisciplinary groups around specific urban problem areas:

   a. schedule a series of planning conferences to develop a conceptual framework for the urban affairs program; follow with individual conferences and departmental conferences to ascertain the contributions that each department perceives it can make to an urban affairs program within the conceptual framework;

   b. develop options for specializations; these may be concentrated in one department or within several departments; determinations should be made on the basis of competencies required rather than departmental affiliation;

   c. meet with small departmental groups to work out plans for course modifications provided that such modifications are consistent with departmental goals and the urban affairs goals; this step will be tedious but absolutely necessary to insure implementation at the level of commitment required;

   d. submit draft of proposed program to all participating departments for review and discussion prior to presenting recommendations to the appropriate body.

The procedure outlined above may provide a mechanism for reducing the threatening nature that is inherent in change. Certain essential elements will need to be considered throughout the process; 1) the deliberations should be kept public and as open to as much input and modification as possible; 2) every effort should be made to sustain a high level of faculty, student and administrative involvement as possible; 3) faculty development support, in a variety of forms, should be made available to existing faculty to re-focus traditional disciplines toward an urban thrust; 4) new career options oriented toward the resolution of urban problems will have to be clearly defined with significant

emphasis placed on the contribution of several disciplines as opposed to a single discipline; 5) the impact of a collaborative rather than a competitive effort will require that appropriate relationships are illuminated.

It should be remembered that the problems associated with urbanization and technology will continue to evolve as this phenomena progresses into the year 2000. The specific characteristics of the problems that will emerge and the potential impact upon the human condition defies accurate prediction even with our most sophisticated tools. It is therefore imperative that curriculum adaptations should not/cannot be finalized once and for all times. Rather, changes that are made now must be subjected to the most rigid scrutiny and evaluation and appropriately altered as the state of urbanization requires.

Discussion Summary

How do you assess existing faculty resources, particularly those with potentials for involvement in the urban affairs program?

> Texas Southern University has recently revised its personnel record form extending the section on community-related experiences. The information is requested via a cover letter from the president.

Is any other Texas University being considered for the role of "urban programming?"

> No. A bill was introduced in the legislature to make TSU such a "special purpose institution."

Are there situations where the black institutions are being squeezed out of urban studies by the predominantly white institutions?

> Yes, there are such situations. We in the traditionally black colleges must look out for the welfare of our institutions. We must deal with the political system.

Will the traditionally black colleges continue to exist when the Pratt decision is implemented in all of its ramifications? How can these institutions not be racially identifiable?

We must remember that historically blacks came to our institutions because they were denied access to other institutions--so we worked within the framework of a dual system of higher education. The black institutions must now carve out their own new identity, relying on all of our resources and the potential for alterations which will meet both continuing and new needs of a broader constituency.

How did TSU make its students aware of the realities facing their university?

By asking student representatives to participate in all decision-making bodies and by opening all meetings (except those dealing specifically with personnel) to the students. This has changed attitudes so that now they support TSU in new ways and also take their case for it to the legislature.

How can you spread this interest beyond a small circle of student leaders and activists?

We have not overcome this situation. The president does convene a meeting of community representatives and the student body twice during the year to discuss the university's goals and efforts.

Do students have the idea that they can change or constrain the faculty?

Yes. This may, of course, be quite legitimate when they feel they are not getting a "fair shake." This is an issue of student involvement in university planning, not faculty autonomy.

Some institutions are changing the freshman year, using it as a focus for curriculum adaptation. Can urban studies be a focus for changing the freshman year?

It can, particularly if the institution is moving toward a greater urban orientation.

Has your internship program led to permanent placement for students?

Our urban studies majors have not yet graduated but the situation looks very promising for such employment.

# THE APPLICATION OF SPECIFIC DISCIPLINE CONTENT TO COURSES IN URBAN AFFAIRS

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As recently as last month the President of Columbia University warned that "creeping disenthusiasm" for higher education was "now evident nearly everywhere in American public life." He cited the "combined consequences of unconstrained expansion, great social change, student rejection and public disavowal."[1]

A common student complaint about American higher education is the charge of "irrelevance." In the report of the President's Commission on Campus Unrest, there was an awareness that students deserve an education that will provide them with the knowledge needed to be effective and responsible members of society. "In the search for greater relevance, subjects that are esoteric, traditional, or highly abstract should not be neglected or eliminated, but there must also be course offerings which focus directly and concretely upon the contemporary world."[2] As we all know, the contemporary world of the United States is an urban oriented one. The Commission also suggested that "universities should...consider providing field work and other "real world" experience in conjunction with regular academic work in the social sciences and the arts."[3]

A recent survey of student attitudes reinforced this point. Ninety-one per cent of the undergraduates surveyed believed that the curriculum should be more relevant to contemporary life and problems. "And certainly among today's problems in society, the problems of the city weigh heavily."[4]

In government, as well as in the university, changes were taking place in the 1960's.

> With the creation of the federal Department of Housing and Urban Development and a rapidly growing number of state agencies charged with primary responsibility for the well-being of our urban centers, and with the continued expansion of local governmental efforts, there has come a large demand both for specialized personnel trained to grapple with urban problems and for generalists - sometimes labeled "urbanists" - with a broad appreciation of the contemporary city's needs.[5]

Academic response has been both quantitative and qualitative in character. Between 1968 and 1971 the number of schools offering undergraduate programs in urban studies increased from five to 32. The total enrollment during this period jumped from 92 to 3,078. At the graduate level the corresponding figures were 13:29 and 245:1,752.[6]

While acknowledging the need for universities and colleges to turn toward urban oriented research and community service, most observers feel that the most urgent need is to educate students to be well trained professionals. Political, business, and community leaders must learn to cope with urban problems. The Dean of the School of Architecture and Urban Planning at UCLA recently stated:

> Universities are also exposing many of their students, no matter what their fields of specialization, to urban problems, on the theory that we need knowledgeable citizens in every phase of urban life; hopefully we might even be able to produce a fair number of tough-minded graduates willing and able to tackle the most difficult urban problems as citizens and not alone as paid professionals.[7]

The result of all this has been a trend toward "urbanizing the university."[8] Institutions of higher learning are beginning to realize that the United States is an urban society. Prior to the late 1960s urban studies was the almost exclusive concern of professional schools and of urban research centers and their associated graduate faculties. Urban studies was being communicated to, and studied by, very few students through the regular curriculum, and very few citizens through continuing education.

This situation has now changed, quite rapidly and quite severely. The trend toward "Urban Studies Now"[9] reflects the fact that there are 75 undergraduate urban studies programs. About 60 of these have been in existence less than four years.

What are the developing general characteristics of these programs as defined in a recent study? The main emphasis is on understanding the complexities of urban reality, particularly through the social sciences, and increasingly in interdisciplinary ways.

There is:

- a rather widespread concern for social change and action;
- much interest in goals, norms, and values;
- considerable experimentation with different methods of teaching and learning;
- much student participation in the policy formation of the program.

There is a great variety of programs now in operation: majors, minors, emphases, concentrations, semesters-in-the-city, departments, divisions, and schools. A basic division exists between those which are primarily collections of courses given by the faculty in regular departments and coordinated by a director, and those which have their own faculty.[11]

It has become evident that a really substantial attack on urban problems, given the depth and breadth of these problems, requires the combination of many disciplines and fields of study and many different skills and approaches. "Such an interdisciplinary thrust always involves an institutional wrench in the face of strong built-in traditions of disciplinary study."[12]

The professional schools have turned their attention to urban matters in a major way. Schools of architecture and urban planning are enlarging the scope of a long-established concern with urban matters. Schools of business or management frequently sponsor urban studies programs and engage in research on such subjects as housing and real estate, urban renewal and new town construction, minority businesses in the inner city, and corporate assistance to urban problems. Engineering schools often have major programs in urban systems analysis, urban information systems, and transportation.

Schools of education are deeply involved in education problems of city school systems.

It is in the colleges of arts and sciences, however, where most of the thrust for urban studies programs arise. The humanities can and do make contributions. The English department may offer a course on modern Afro-American literature; the foreign language department may offer urban oriented literature courses, e.g., French and Spanish cities as they have been treated in fiction.

The natural sciences make a contribution through such subject matter as air, water, and, noise pollution. Mathematics comes into the picture via a course typically entitled Elementary Statistics.

It is in the area of the social sciences that the strength (or weakness) of most urban studies resides. One political scientist has put it this way: "...the growth of cities and the spread of their influence over whole national and international societies is now though to be the major social transformation of modern times."[13]

What is the general orientation of urban political scientists? We are interested in matters of structure, finance, and administration. But our major focus is on power. We are interested in the answers to such questions as: Who holds power? By what means is power held? What are the rewards for persons who go along with the in-power group? What are the sanctions to be used against those who defy the in-power groups? How are political wars fought? What are the relationships between principal political organizations and leading interest groups? How does the public perceive the political activity in the community?[14]

The economist realizes that industrialization has played a key role in urban development. "The economist tries to point out to the administrator and the taxpayer ways in which urban government can most efficiently allocate limited resources among the vast array of goals and services demanded."[15] The study of economics provides the student with fundamental tools that can be applied to urban problems. It also identifies common economic couses and analyzes policies designed to correct these problems.

Among the phenomena that an urban economist would stress are:

- urban growth and the locational patterns of people and jobs within urban areas;
- economic factors that have led to urban growth and the interrelationship of growth and locational patterns to urban problems;

- present and potential sources of revenue for urban government and the relative efficiency of several forms of urban governmental organization.[16]

As late as 1962 there was not a single urban economist in the country. Today at least 60 universities have urban economics programs and hundreds of economists are specializing in urban aspects of their field.

Sociologists are concerned with some key aspects of urban studies, and their course content reflect this concern:

- demography -- population size, composition, and distribution;
- ecology -- spatial and temporal dimensions of community life;
- structure -- the organization of communities and their parts;
- behavior -- sociopsychological facts of the community, including group membership, attitudes, and values.[18]

What is needed, in addition to all of the above, is historical perspective. The growing field of urban history appears to be in a state of creative ferment. Men and women teaching urban history courses in American universities and colleges today share three related traits:

- an interest in linking sociological theory to historical data, moving back and forth across the boundaries separating the traditional disciplines;
- an eagerness to broaden the scope of urban studies to embrace the social experience of ordinary, unexceptional people.[19]

Students in undergraduate urban history courses learn about the division of the community into social classes, the rigidity of those classes, the processes that govern the flow of people into and out of the city, the functions of the family and the values it inculcates in its children.[20]

In true interdisciplinary fashion the urban political scientist will, in his course preparations, utilize both the perspective of the historian and the precision of the sociologist.

There must be an awareness by those who are teaching urban-oriented courses that lectures, reading assignments, and library work must be supplemented by such real world experiences as internships and independent and individual studies projects. It is likely that many students would not wish to major in urban affairs.

But these students would probably feel that faculty members, whatever their field of teaching, should make great efforts to relate their subject matter to today's culture -- largely an urban culture.

About a year ago, a professor of public affairs and urban planning at Princeton University made the following remarks:

> We discover that certain conventional wisdom that could be preached in lectures no longer is wisdom and often the students are ahead of the faculty. Increasingly, we're turning to 'companionship' in learning where the truly competent university professor is a man capable of learning and therefore capable of teaching. Possessing that capacity, that teacher is very relevant, both to his times and to his students, who, in turn, do have the capacity to respond.[21]

As you embark upon the difficult but stimulating task of adapting your curriculum to urban affairs, try to remember that "educating students to understand an urban society in an urbanizing world is one of the most important services that institutions of higher learning can perform....."[22]

I would now like to offer a description of the program at the University of Bridgeport. This new academic offering is sponsored by the departments of economics, history, political science, and sociology in cooperation with the Center for Urban-Suburban Studies. Any interested and qualified student may participate in the program during his junior and senior years.

The interdisciplinary nature of the program offers students a broad background in urban-suburban studies which serves as a supplement to a regular departmental major. A student enrolled in the program is required to take six courses (18 hours) in addition to fulfilling all normal requirements of a regular departmental major. A student who fulfills all program requirements graduates with a bachelor's degree in his major field plus a certificate in urban-suburban studies. Among the primary goals of the program are:

- the student becomes faciliar with urban-suburban concepts and facts that will be useful in later life whether he or she becomes a lawyer, doctor, city planner, social worker, city manager, or enters a career in business, education, engineering, or nursing;

- the student synthesizes knowledge in various fields by bringing several disciplines to bear on the problems of the cities and the suburbs;

- the student may choose to pursue graduate studies in urban-suburban related fields.

The location of the University of Bridgeport is ideal for purposes of this program. Themes to be stressed are:

THE CITY — Bridgeport, Connecticut

THE SUBURBS — those half-dozen communities geographically adjacent to Bridgeport

THE COUNTY — the two-dozen communities which comprise Fairfield County

THE REGION — the area between New Haven and New York City

The interrelationships of the above;

National and international urban contexts.

The curriculum contains three components: basic core, optional offerings, and the capstone course.

In the basic core the student is expected to choose survey courses from among the offerings in economics, history, political science, and sociology. The student is also exposed to the methods and tools of critical analysis, which will enable him to undertake meaningful field research.

Optional offerings permit students to: 1) choose advanced courses in varied and specialized areas; 2) participate in an off-campus program similar to the Political Science Internship; 3) arrange for individual and independent reading and research experiences.

The capstone course is the culminating and coordinating seminar. In it students from the various departments and colleges of the university work together, from their different perspectives, in a field research project.

The program includes these specific courses:

Basic Core

Survey Courses -- Two of the following (6 hours) to be chosen from two different departmental offerings:

Economics 340 -- Urban Economics
History 431 or History 432 -- American Urban History
Political Science 422 -- The Politics of the City
Sociology 303 -- Urban Social Problems

Methods and Tools -- One of the following (3 hours):

History 492 -- Quantification in Historical Analysis
Mathematics 203 -- Elementary Statistics
Quantitative Analysis 22 -- Inferential Statistics
Sociology 321 -- Methodology in Sociology I

Optional Offerings

Two of the following (6 hours) with no more than one course per area:

Economics 350 -- Urban Public Policy
Economics 399 -- Independent Study in Economics

English 223 -- Modern Afro-American Literature

History 371 -- History of American Immigration
History 377 or History 378 -- Afro-American History I or II

Political Science 302 -- Problems of American State and Local Government
Political Science 399 -- Independent Studies
Political Science 499 -- Internship in Political Science

Sociology 310 -- Minority Groups
Sociology 408 -- Urban Sociology

Capstone Course

The following course (3 hours):[23]

Urban-Suburban Studies 350

The capstone course is to be administered by the Center for Urban-Suburban Studies in consultation with the sponsoring departments of the College of Arts and Sciences. Prerequisites for this course are: 1) successful completion of at least 12 hours of the program, including both survey courses of the Basic Core; 2) permission of the Program Coordinator.

Footnotes

1. William J. McGill, The New York Times, March 21, 1973, p. 49.

2. William W. Scranton (chairman), Campus Unrest, The Report of the President's Commission on Campus Unrest (Washington, D.C.: Government Printing Office, 1970), p. 200.

3. ibid., p. 194.

4. The Carnegie Commission on Higher Education, The Campus and the City: Maximizing Assets and Reducing Liabilities (New York: McGraw-Hill Book Company, 1972), p. 62.

5. Leo F. Schnore (ed.), Social Science and the City: A Survey of Urban Research (New York: Frederick A. Praeger Publishers, 1968), pp. 13-14.

6. American Society of Planning Officers, "ASPO's 13th Annual School Survey," Planning (Sept., 1972), p. 197.

7. Harvey S. Perloff, "University Urban Studies. An Overview," NAM Urban Affairs Committee, Corporate Role With University and Community (Spring, 1972), p. 6.

8. Atlee E. Shidler, Urbanizing the University: A Preliminary Report of Urban Studies Programs (Washington, D.C.: Washington Center for Metropolitan Studies, 1969), pp. 1-9.

9. Henry Bischoff, Urban Studies Now: A Directory of Undergraduate Urban Studies Programs in the United States (Jersey City, N.J.: St. Peter's College, 1972).

10. ibid., p. 8.

11. ibid., pp. 5-7.

12. Perloff, op. cit., p. 7.

13. Murray S. Stedman, Jr., Urban Politics (Cambridge, Mass.: Winthrop Publishers, Inc., 1972), p. 4.

14. ibid., p. 5.

15. Arthur F. Schreiber, Paul K. Gatons, and Richard B. Clemmer, Economics of Urban Problems: An Introduction (Boston: Houghton Mifflin Company, 1971) p.v.

16. ibid., pp. v-vi.

17. Perloff, op. cit., pp. 7-8.

18. Stedman, op. cit., p. 5.

19. Stephan Thernstrom and Richard Sennett (eds.), Nineteenth-Century Cities: Essays in the New Urban History (New Haven, Conn.: Yale University Press, 1969), p. vii.

20. ibid., p. x.

21. Paul N. Ylvisaker, "Campus Urban Programs: Relevance to Corporate Interests," NAM Urban Affairs Committee, Corporate Role With University and Community (Spring 1972), pp. 1-5.

22. Shidler, op. cit., p. 1.

Discussion Summary

Are you limiting the social sciences to sociology, political science, economics, and history? What about geography?

> No. Definitions of "the social sciences" vary. At the University of Bridgeport we included those faculty resources available. We do not have a geographer on the faculty. The programs at Texas Southern University, the University of Chicago, and the University of Wisconsin-Madison, as examples, do include geographers.

How can a faculty member work in urban studies if he already has a heavy or maximum course load?

> It is probably necessary to start with a low profile and to do extra work. Sometimes you have to give up released time in order to gain other advantages.

From my observations, the leaders in pushing urban studies have not been trained as urban specialists.

> I hope we could agree that a lot depends on the personal characteristics of the individual who takes a leadership role. Eventually it is the faculty and students who make or break the program effort.

The University of Bridgeport program seems to have added only one new course to the curriculum and to have regrouped existing courses. At the University of Alabama in Birmingham a faculty committee responsible for urban studies -- including those who teach the courses -- examines course outlines to eliminate overlap. Has the regrouping of courses at Bridgeport changed their content?

> A regrouping of existing courses appeared to be the appropriate approach at Bridgeport. This may have affected course content. The faculty involved do check with each other to avoid assigning the same readings in their courses.

Does the Bridgeport program preempt electives? Does it increase the student's course load?

> Bridgeport has removed prerequisites for certain courses and the student can exercise the option of taking the urban affairs certificate requirements instead of elective courses.

Does the faculty team which teaches the capstone course receive any unique compensation?

> Yes, they each receive $600 as a positive adjustment in their contract remuneration.

What kind of certificate is awarded?

> It is a document specifying that the recipient has completed the urban-suburban studies program. It bears the signature of the coordinator of the program, the Dean of the College of Arts and Sciences, the Academic Vice President, and the President of the University.

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